Stone High 101

A Course Description Guide
for College and Career Planning

Graduation Requirements

Seniors Graduating 2012 and following (Entering 9th graders in 2008-09)

CURRICULUM AREA	UNITS	REQUIRED SUBJECTS
English	4	English I – IV or DC Comp 1
Mathematics	4	Algebra I, Geometry, (2 higher)
Science	4	Biology I, Physical Science or Chemistry
Social Studies	4	MS Studies /World Geography, World, US History, Gov/Eco
Health	½	
Physical Education	½	
Business and Technology	1	
Fine Arts	1	
Electives	10	
Total Units Required	29	

****Early Complete/Early Release requires passing all MAAP Tests- Algebra 1, Biology 1, English II, and US History.**

Seniors Graduating 2022 and following (Entering 9th graders in 2018-19)

CURRICULUM AREA	Traditional	Career/Tech Endorsement	Academic Endorsement	Distinguished Academic Endorsement
English	4	4	4	4
Mathematics	4	4	4	4
Science	3	3	3	4
Social Studies	3 ½	3 ½	3 ½	4
Physical Education	½	½	½	½
Health	½	½	½	½
Fine Arts	1	1	1	1
College/Career Ready	1	1	1	1
Technology or Computer Science	1	1	1	1
CTE Elective	N/A	4	N/A	N/A
AP or Dual Credit	N/A	N/A	(1)	(1)
Electives	5 ½	3 ½	7 ½ CPC	8 CPC
Total Units Required	24	26	26	28
ACT Benchmark		Silver WorkKeys	17 English 19 Math	18 English 22 Math
GPA Requirement		GPA 2.5	GPA 2.5	GPA 3.0

****Early Complete/Early Release requires passing all MAAP Tests- Algebra 1, Biology 1, English II, and US History.**
*****Early Release requires a student to have a 17 on English ACT and 19 on Math ACT or Silver on WorkKeys.**
*****If ACT benchmark unmet, a student can have a 2.5 GPA, be on track, and take Essentials for College Literacy or Math for early release.**

Special populations who meet the criteria for an individualized education plan will have the opportunity to discuss the various diploma options available to the individual students through the committee meeting which includes student, parent, teachers, and agency representative. These diploma options include MS Occupational Diploma, Alternate Diploma, and Traditional Diploma.

Bell Schedule

First Bell	7:45
1st block	7:50-9:24
2nd block	9:29-11:03
3rd block	11:08-1:08
4th block	1:13-2:50

Grading Scale

A) 90-100
B) 80-89
C) 70-79
D) 60-69
F) 59 and below

Weighted High School Courses

All courses are calculated with a GPA multiplier to create a weighted numeric GPA. Regular courses are weighted at 1.0. Accelerated courses are weighted at 1.05. AP and Dual Credit courses are weighted at 1.1.

Accelerated	Advanced Placement	Dual Credit	Online Course Offerings
Algebra I A	World History	College Algebra	Astronomy
Algebra II A	US History	English Comp 1	AP Calculus
Algebra III	US Government	General Biology	MS Writers
Biology 1 A	Calculus	Intro to Sociology	AP Physics
Chemistry	Physics		
English I A			
English II A			
English I A			
Human A & P			
Spanish 1			
Spanish 2			
Spanish 3			

Extra-Curricular Activities at Stone High School

FALL	SPRING
Football	Baseball
Soccer	Softball
Basketball	Track
Cheer	Tennis
Marching Band	Golf
	Archery
	Concert Band
	Choir

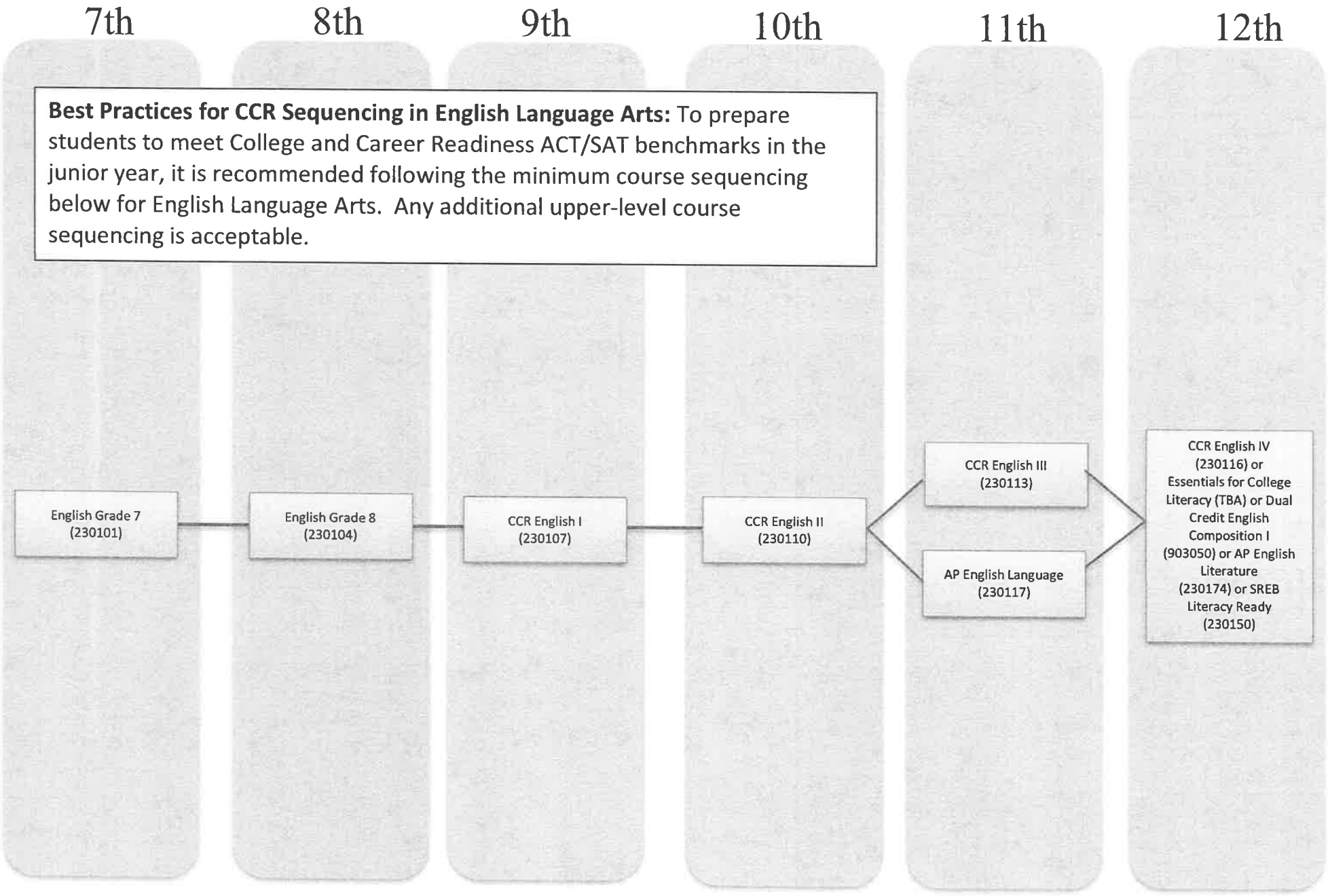
Eligibility Requirements:
Academic: must maintain a "C" average.
Age: Cannot be 19 before August 1st.
Years: Student has 4 years of eligibility once you enter 9th grade.
All sports, except football, have a tryout unless otherwise specified by a coach.

Mississippi Academic Assessment Program (MAAP or State Tests)

A student must make a passing score on the following exams in conjunction with passing the course to be eligible to receive a Mississippi High School Diploma.

Algebra 1
Biology 1
English II
US History

Best Practices for CCR Sequencing in English Language Arts: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in the junior year, it is recommended following the minimum course sequencing below for English Language Arts. Any additional upper-level course sequencing is acceptable.



English

English I — Grade: 9 — Credits: 1 — Prerequisite: none

English I will allow students to improve their reading, writing, and communication skills through various effective strategies found in the common instructional framework including classroom talk, collaborative group work, writing to learn, literacy groups, questioning, and scaffolding. Students will encounter various genres of literature and several styles of writing, with a particular common core emphasis placed on nonfiction texts as well as evidence based writing. Students will also be encouraged and expected to integrate technology into several project based learning assignments in order to practice solving real world problems.

English I Accelerated — Grade: 9 — Credits: 1 — Prerequisite: none

Accelerated students will read independent novels with advanced difficulty in addition to the text taught in the classroom. They will achieve a high level of proficiency for academic writing in academic formats with an exceptional mastery of grammar and us of vocabulary. They will also focus on persuasive rhetoric to analyze its devices and master writing in an academic and professional manner.

English II — Grade: 10 — Credits: 1 — Prerequisite: English I

In English II, students will examine both literary and informational texts, with specific emphasis on literature from outside the United States. Throughout the duration of the course, students will refine the following skills: comprehension and analysis of a variety of texts, acquisition of vocabulary, composition of extended responses, along with the development of critical thinking and problem-solving skills. This course will focus on objectives needed to prepare students for proficiency on the English II state assessment.

English II Accelerated — Grade: 10 — Credits: 1 — Prerequisite: English I

Accelerated students will cover the material and objectives of the above listed English II course with additions. Students enrolled in English II Accelerated will be encouraged to demonstrate their creative abilities through reading and writing. These students will be challenged in the following areas: text difficulty and the exploration of supplemental texts, course pacing, discussions/debates, and critical thinking. This course will focus on objectives needed to prepare students for advancement on the English II state assessment.

English III — Grade: 11 — Credits: 1 — Prerequisite: English II

English III places emphasis on American literature including prose and fiction. The course engages students into thinking critically to analyze literary works of earlier centuries. Through research in composing a research paper, students learn to create their own claims including support from valid sources, and organizing their ideas into MLA format. Skills practice for the ACT to enhance test scores in reading and English are also a valid part of this course.

English III Accelerated — Grade: 11 — Credits: 1 — Prerequisite: English II

Accelerated students require more independent reading, critical thinking, and rigorous writing assignments. The course will require greater depth of understanding when composing the required research components.

English IV — Grade: 12 — Credits: 1 — Prerequisite: English III

English IV emphasis is placed on scholarly research and the reading and writing of complex abstract ideas. Senior English is designed to provide students the opportunity to become independent, articulate, confident learners who can succeed in the world of work and/or the academic world.

Creative Writing — Grade: 10-12 — Credits: ½ — Prerequisite: English I

Creative Writing includes the analysis and development of descriptive and figurative language in former works of literature in order to complete works of fiction and non-fiction. The examination of poetry, short stories, and articles illustrate components necessary to write creatively. The course is designed to develop plot and character for short story writing and to develop the formation of rhythm and rhyme in works of poetry.

Mississippi Writers (online) — Grade: 10-12 — Credits: ½ — Prerequisite: English I

Mississippi Writers focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama. Students will be provided time to write independently and to share and critique their writings with others.

Technical Writing — Grade: 10-12 — Credits: ½ — Prerequisite: English I

Technical Writing includes the analysis and development of technical communication in the workplace. The course analyzes common workplace documentation such as, memos, business letters, instruction manuals, resumes. The course also focuses on being precise and concise in the language used in technical documents.

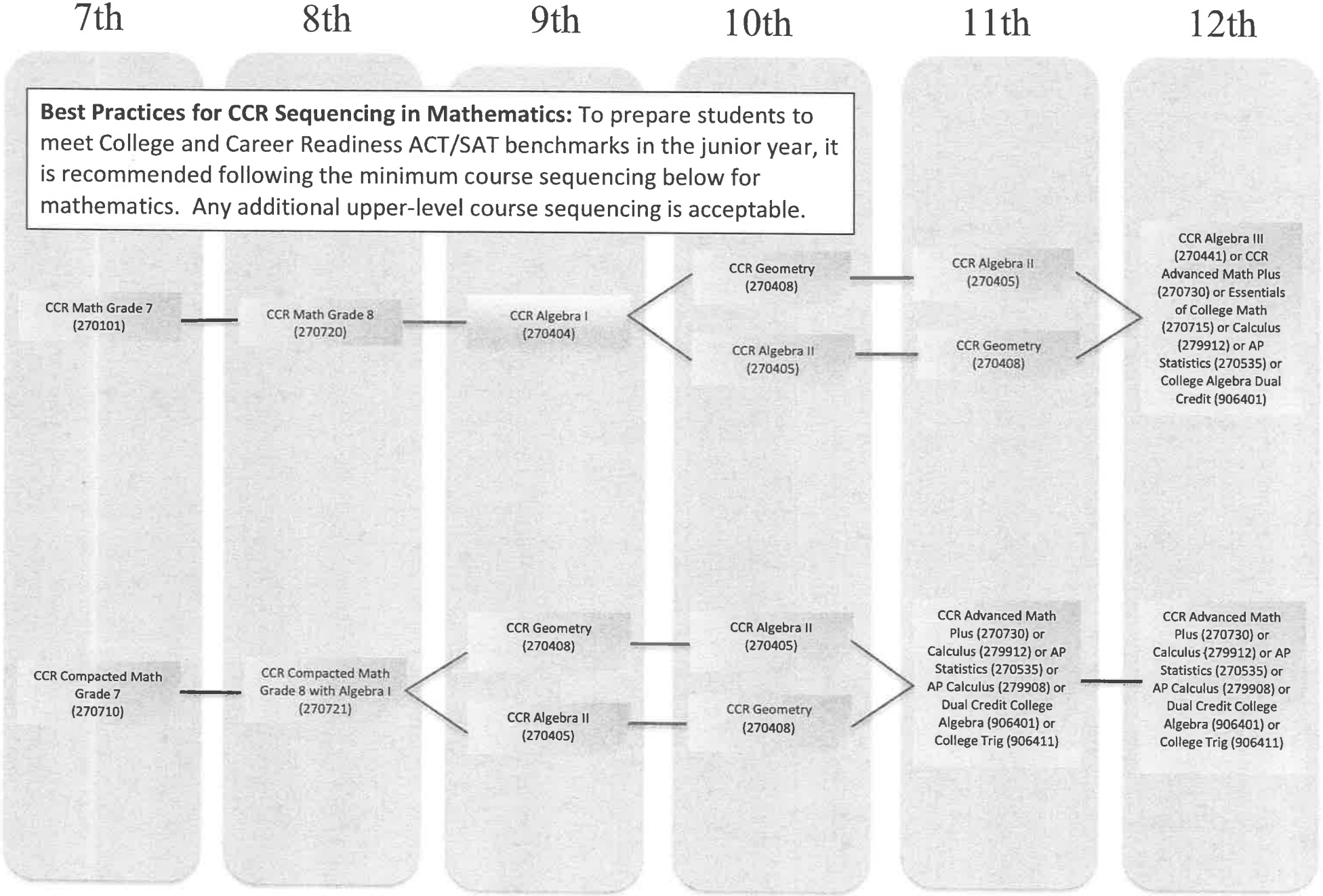
SREB Ready for Literacy/ Essentials for College Literacy Course — Grade: 12 — Credits: 1 — Prerequisite: English III

Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The course consists of eight units, with three units in English and language arts, three units in history and two units in science.

Dual Credit English Composition 1 Grade: 11-12 Credits: 1 Prerequisite: see below

(Requires completion of English II, ACT English sub-score of 17 or higher, and 14 credits completed)

English 113 is designed to prepare students for writings required in college and the workplace with an emphasis on effective paragraph and essay development. The course teaches the various essay writings, isolated practice in grammar and writing skills. Upon successful completion, students earn 3 college credits and 1 high school credit.


7th
8th
9th
10th
11th
12th
Best Practices for CCR Sequencing in Mathematics: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in the junior year, it is recommended following the minimum course sequencing below for mathematics. Any additional upper-level course sequencing is acceptable.
CCR Math Grade 7 (270101)
CCR Math Grade 8 (270720)
CCR Algebra I (270404)
CCR Geometry (270408)
CCR Algebra II (270405)
CCR Algebra II (270405)
CCR Geometry (270408)
CCR Algebra III (270441) or CCR Advanced Math Plus (270730) or Essentials of College Math (270715) or Calculus (279912) or AP Statistics (270535) or College Algebra Dual Credit (906401)
CCR Compacted Math Grade 7 (270710)
CCR Compacted Math Grade 8 with Algebra I (270721)
CCR Geometry (270408)
CCR Algebra II (270405)
CCR Algebra II (270405)
CCR Geometry (270408)
CCR Advanced Math Plus (270730) or Calculus (279912) or AP Statistics (270535) or AP Calculus (279908) or Dual Credit College Algebra (906401) or College Trig (906411)
CCR Advanced Math Plus (270730) or Calculus (279912) or AP Statistics (270535) or AP Calculus (279908) or Dual Credit College Algebra (906401) or College Trig (906411)

Mathematics

Algebra I — Grade: 9 — Credits: 1 — Prerequisite: none

Algebra I provides students with rigorous instruction in the areas of the number system, solving, writing, and graphing linear equations, linear systems, polynomials, exponents, functions, quadratics, statistics and probability, and conceptual modeling. Teachers help students investigate these topics through hands on learning and technology integration. This course will focus on objectives needed to prepare students for proficiency on the Algebra I state assessment.

Advanced Algebra I — Grade: 9 — Credits: 1 — Prerequisite: none

Students in this advanced course will cover material at an accelerated pace. More in-depth thought and knowledge will be expected from the students than the Algebra I course. This course will focus on objectives needed to prepare students for advancement on the Algebra I state assessment.

Geometry: — Grade: 10-11 — Credits: 1 — Prerequisite: Algebra I

Geometry prepares students for the math component of the ACT by facilitating student learning as in the areas of logic and proof, geometric constructions, congruence, similarity, polygons, trigonometry, transformations, circles, surface area, and volume. Instruction is given through technology integration, hands on learning, and exposure to geometry in today's professions.

Algebra II — Grade: 10-12 — Credits: 1 — Prerequisite: Geometry

Algebra II develops skills in manipulating, solving, and graphing linear, quadratic, exponential, polynomial, radical, rational, and logarithmic equations. This course will consist of one on one homework time in class and calculator labs to tie together real world application. Content covered in Algebra II impacts Mathematics ACT scores.

Advanced Algebra II — Grade: 10-11 — Credits: 1 — Prerequisite: Geometry

Students in this advanced course will cover material at an accelerated pace. More in-depth thought and knowledge will be expected from the students than the Algebra II course. The overriding themes of the course are: algebraic manipulation, problem solving, equation solving, modeling, graphing, and probability/statistics.

Algebra III — Grade: 11-12 — Credits: 1 — Prerequisite: Algebra II

Algebra III will enhance the higher-level thinking skills developed in Algebra II through a more in-depth study of sequences and series, functions, and higher-order polynomials. Topics are addressed from a numerical, graphical, and analytical perspective as well as enhance their understanding of essential algebra skills, basic trigonometry, and an introduction to calculus.

Dual Credit College Algebra — Grade: 11-12 — Credits: 1 — Prerequisite: see below

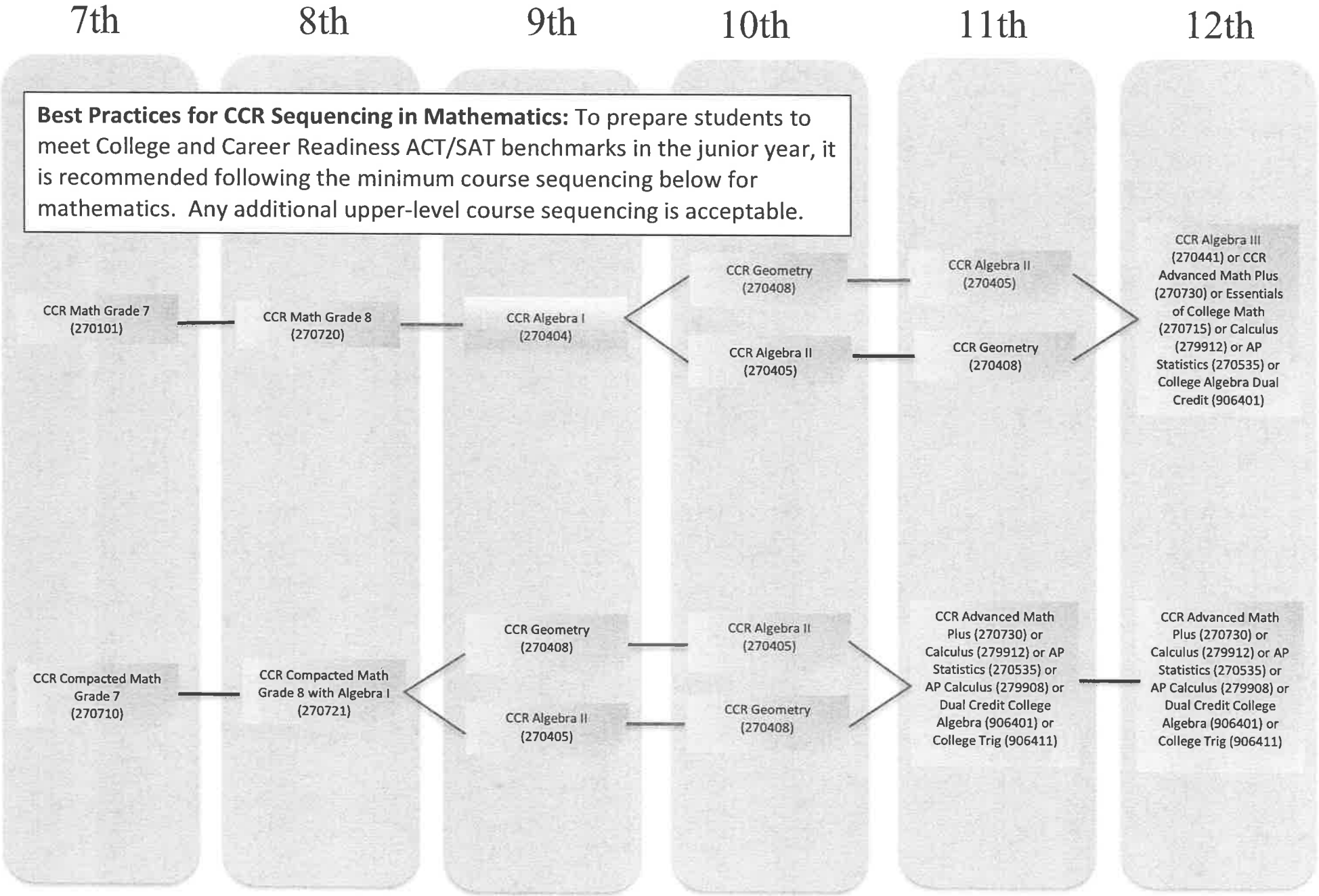
(Requires completion of Algebra II, ACT Math sub-score of 19 or higher, and 14 credits completed)
DC College Algebra topics include inequalities; functions; linear and quadratic equations, circles, and their graphs; rational, radical, and higher-order equations; applications; polynomial and rational functions; logarithmic and exponential functions; and systems of equations. Upon successful completion, students earn 3 college credits and 1 high school credit.

AP Calculus (online) — Grade: 11-12 — Credits: 1 — Prerequisite: Algebra III

AP Calculus is concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

SREB Ready for Math/Essentials for College Math — Grade: 12 — Credits: 1 — Prerequisite: Algebra II

This course emphasizes understanding of mathematics concepts, while students learning the context behind procedures and understanding why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers.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Science

Biology I — Grade: 9 — Credits: 1 — Prerequisite: none

Biology I is a laboratory-based course designed to study living organisms and their physical environments by examination of the chemical basis of life, cell structure, function and reproduction, energy, natural selection and diversity, and ecology. Lab activities, technology, and communicating results are integral components of this course. This course will focus on objectives needed to prepare students for proficiency on the Biology I state assessment.

Biology I A — Grade: 9 — Credits: 1 — Prerequisite: none

Biology I A is an introductory, lab-based course like its regular course listed above. This course will be taught with greater rigor with a means for greater depth of knowledge, at a faster pace, and require students to work more independently. Students in the accelerated course will work to meet advanced standards on the Biology I state assessment.

Chemistry — Grade: 10-12 — Credits: 1 — Prerequisite: Bio I/Alg I

Chemistry is a rigorous course to prepare students for future course work building toward major and occupations involving higher level mathematics and science. As a lab-based course, students will utilize science and engineering practices to design and conduct investigations using appropriate equipment, measurement, and safety procedures.

Physical Science — Grade: 10-12 — Credits: 1 — Prerequisite: Biology I

Physical science is the systematic study of the inorganic world and ordinarily thought of as consisting of four broad areas: astronomy, physics, chemistry, and the Earth sciences. In this course, we will focus on understanding the basics of physics as well as chemistry through hands on experiments and learn how the laws of nature work on a daily basis.

Astronomy (online) — Grade: 10-12 — Credits: ½ — Prerequisite: Biology I

Astronomy provides opportunities for students to develop and communicate an understanding of astronomy through activities, mathematical expressions, and concept exploration. Concepts covered in this course include history of astronomy, technology and instruments, Kepler's and Newton's Laws, celestial bodies, and other components of the universe.

Botany — Grade: 10-12 — Credits: ½ — Prerequisite: Biology I

Botany is a lab-based course applying basic biological principles to the study of plants. Topics studied include morphological characteristics of each division and variation in their reproduction, taxonomy, and physiology.

Earth and Space Science — Grade: 10-12 — Credits: 1 — Prerequisite: Biology I

Earth and Space Science is the study of planets in our own solar system, as well as all interstellar objects and phenomena paying special attention to our Earth, its many characteristics and the different processes that occur within, on, and around it. Throughout this course, we will be using many resources such as the text, class discussions, internet resources, and lab activities.

Environmental Science — Grade: 10-12 — Credits; ½ — Prerequisite: Biology I

Environmental Science is a lab-based course that will explore ways in which the environment shapes living communities. Interactions of organisms with their environment will be emphasized along with the impact of human activities on the physical and biological systems of the Earth.

Genetics — Grade: 10-12 — CreditS: ½ — Prerequisite: Biology I

Genetics is designed to expand upon the concepts introduced in previous Biology courses and to make students aware of the complexity involved in organisms (more specifically humans) and to demonstrate both the fragility and sturdiness of the materials that make up our genomes.

Human Anatomy and Physiology — Grade: 10-12 — Credits: 1 — Prerequisite: Biology I

Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems.

Marine Biology I & II — Grade: 10-12 — Credits: ½ or 1 — Prereq: Biology I

Marine and Aquatic Sciences investigate the biodiversity of salt water and fresh water organisms, including their interactions with the physical and chemical environment. Science and engineering practices, cross-cutting concepts, nature of science, and technology are incorporated into the standards. Must take Marine Biology I before taking Marine Biology II.

Zoology I & II — Grade: 10-12 — Credits: ½ or 1 — Prereq: Biology I

Zoology surveys the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology are investigated. Comparative studies are addressed during laboratory observations and dissections. Students do not have to take Zoology I before taking Zoology II.

AP Physics (online) Grade: 11-12 Credits: 1 Prerequisite: Chemistry

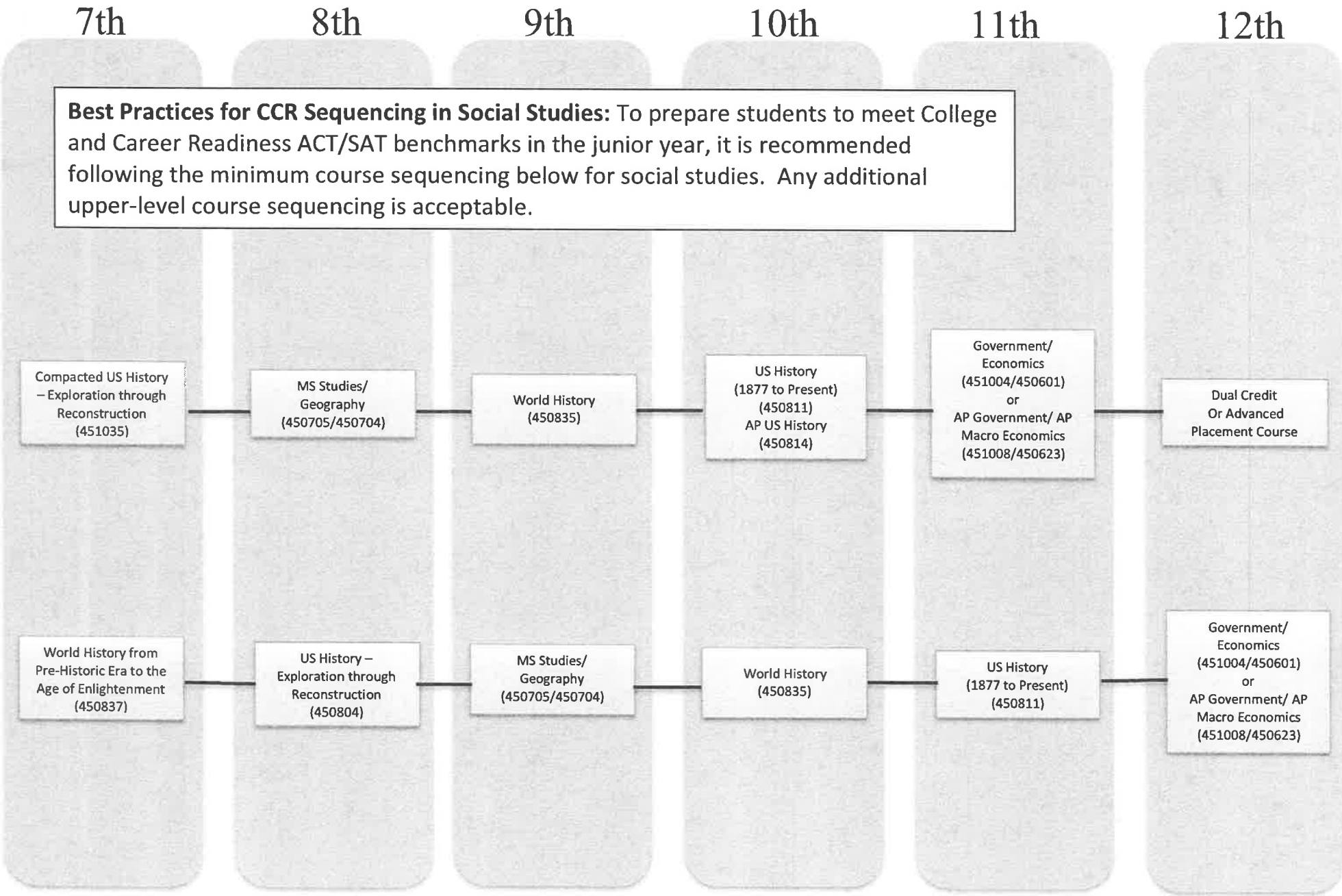
AP Physics is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits and basic use of trigonometric functions.

Dual Credit General Biology Grade: 11-12 Credits: 1 Prerequisite: see below

(Requires completion of 2 sciences, 3.0 GPA and 14 credits completed)

A combined lecture and lab course that includes study of the scientific method, chemistry relevant to biological systems, cell structure and function, cell processes including photosynthesis and cellular respiration, cell division, genetics, and molecular genetics. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. Upon successful completion, students earn 3 college credits and 1 high school credit.

Best Practices for CCR Sequencing in Social Studies: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in the junior year, it is recommended following the minimum course sequencing below for social studies. Any additional upper-level course sequencing is acceptable.



Social Studies

Mississippi Studies — Grade: 9 — Credits: ½ — Prerequisite: none

Ms. Studies fosters appreciation for the state, its history and its culture covering the geographic, historic, economic, political, and social events that have contributed to the state's development. The course traces Mississippi's economic transition from agriculture to industry, diverse contributions of the citizens, and acquires an understanding of change over time

World Geography — Grade: 9 — Credits: ½ — Prerequisite: none

World Geography's builds a systematic understanding of how Earth's physical and human geography came to be. Students will present written and evidence developing a solid command of major geographic features using maps of Mississippi, the U.S. and the world's continents.

World History — Grade: 10 — Credits: 1 — Prerequisite: MS/Geo

World History explores the development of independent and interdependent cultures since roughly the 17th/18th Century onwards. Some topics include the European Enlightenment, the Industrial Revolution, Imperialism, World War I, World War II, and the Cold War.

US History — Grade: 11 — Credits: 1 — Prerequisite: World

US History examines the major turning points in American history from the period following Reconstruction throughout the Twentieth Century and entering into the new millennium. Students will be required to construct a cumulative portfolio that covers events surrounding turning points in U.S. History. This course will focus on objectives needed to prepare students for proficiency on the US History state assessment.

AP US History — Grade: 11 — Credits: 1 — Prereq: World/Contract

AP US History ignites the pathway to developing analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This course will focus on objectives needed to prepare students for advancement on the US History state assessment and AP US History exam. Students are required to complete a summer assignment.

US Government — Grade: 12 — Credits: ½ — Prerequisite: US History

US Government creates an understanding of civic life, politics, and the constitutional process. It should also provide a basis for understanding the rights and responsibilities of citizens and a framework for competent and active participation.

Economics — Grade: 12 — Credits: ½ — Prerequisite: US History

Economics focuses on an awareness of the relationship of world economic systems. The student should trace the American economic system and the impact of that system in a global setting. The student should also develop an understanding of microeconomics and macroeconomics from individual finances to world economic organizations.

AP U.S. Government And Politics — Grade: 12 — Credits: ½ — Prerequisite: US History

AP Government is distinct from many other high school courses in that it is designed for college credit rather than college prep. While this course covers the traditional themes of American Government, the College Board has also emphasized more specific topics as key elements of an AP course. This course will focus on objectives needed to prepare students for advancement on the AP US Government exam.

FINE ARTS

Art I — Grade: 9-12 — Credits: 1 — Prerequisite: none

Art I instructs beginning art students in drawing and painting with the principles and elements of design while completing a variety of assigned projects. Students will be introduced to art history, art criticism and aesthetics.

Art II — Grade: 9-12 — Credits: 1 — Prerequisite: Art I

Art II further develops artistic skills learned in Art 1 and to allow more opportunities for students to explore their own original concepts. The assignments will cover various techniques and media used in art to complete a final portfolio demonstrating mastery.

Theatre I — Grade: 9-12 — Credits: 1 — Prerequisite: none

Theatre 1 explores all of the students' talents and interests in theatre, while learning to cooperate and succeed in a diverse environment. This course is designed to introduce students to the basic history, terminology, and elements of the theatre as well as individual and ensemble acting skills.

Theatre II — Grade: 9-12 — Credits: 1 — Prerequisite: Theatre I

Building on the skills learned and the talents discovered in Theatre I, Theatre II provides students with the opportunity to create, edit, and perform original and published works integrating writing, acting, set and costume design, and technical aspects. Students will compete in various theatrical competitions.

General Music — Grade: 9-12 — Credits: 1 — Prerequisite: none

The major emphasis of this course is to provide students with a variety of musical experiences and activities. The course develops the following skills: listening, reading and writing music, understanding rhythm, melody, tempo, harmony, and style.

Choir I & II — Grade: 9-12 — Credits: 1 — Prerequisite: Audition

Choir is a year-long course that explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes intermediate to advanced vocal technique, music literacy, music theory, music history, concert performance, and festival/competition performance.

Band — Grade: 9-12 — Credits: 2 — Prerequisite: see below

(Student should have participated in Middle School band or have permission from director)

Band provides an academic opportunity to participate in instrumental ensemble playing. Specific attention is given to the development of tone, technique, interpretation, and ensemble listening skills. Students rehearse and perform music that is of acceptable value and is representative of their technical and intellectual skill set.

Technology/ Computer Science

Exploring Computer Science — Grade: 9-12 — Credits: 1 — Prerequisite: none

Exploring Computer Science is designed to teach the fundamental concepts and big ideas of computing. ECS designed as a survey course for all students to cover topics like web design, introduction to programming, and robotics.

Computer Science Principles — Grade: 10-12 — Credits: 1 — Prerequisite: none

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Some topics covered will include the internet, digital information, and building apps.

CCNA 1 — Grade: 9-12 — Credits: 1 — Prerequisite: none

This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, participants will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

CCNA 2 — Grade: 9-12 — Credits: 1 — Prerequisite: CCNA 1

This course focuses on routing and switching essentials describing the architecture, components, and operations of routers and switches in a small network. Participants learn how to configure a router and a switch for basic functionality. By the end of this course, participants will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPng, single area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks.

Graphic Design I — Grade: 9-12 — Credits: ½ — Prerequisite: none

Graphic Design is designed to provide the student an introduction to various graphic and image editing programs. Students will learn about graphic design principles, creative and expressive typography, page layout, and digital image manipulation through the completion of both print and multimedia based assignments. Projects may include, but are

not limited to the creation of logos, posters, ads, magazine spreads, information graphics, book covers, animations and websites.

Web Page Design | Grade: 9-12 | Credits: 1 | Prerequisite: none

Web Page Design is designed to introduce high school students to various skills, methods, and techniques related to basic web design, including HTML hand coding, cascading style sheets, image optimization, basic animations, rollovers, and Adobe Dreamweaver. The course has a major focus on the creation of web pages and web sites; however, attention will also be design is also an important element.

Career and Technical Programs

Culinary Arts I | Grade: 10-11 | Credits: 2 | Prerequisite: none

Stone High School's Culinary Arts program is partnered with the National Restaurant Association and the Mississippi through the ProStart program. Culinary Arts I is the first course of a two-year program. Knife skills, food safety, sauces, soups, potatoes, grains, and career building are just a few of the components of Culinary Arts I which covers various areas of food preparation and restaurant management. Students will engage in live work experiences within the community, gaining valuable work experience through catered events. This hands-on culinary course is rewarding and effective in developing organization skills and promoting teamwork. Students are encouraged to join the student organization, SkillsUSA, which participates in community service projects as well as competitions at the regional, state, and national levels.

Culinary Arts II | Grade: 11-12 | Credits: 2 | Prerequisite: CA I

Culinary Arts II is the second course of a two-year program. Students who successfully pass culinary arts I may enroll in culinary arts II. Breakfast foods and egg cookery, nutrition, salads, meats, desserts and baking, marketing, cost control, nutrition, and global cuisine are just a few of the components of Culinary Arts II. Students will engage in live work experiences within the community, gaining valuable work experience through catered events.

Culinary Arts III | Grade: 12 | Credits: ½ or 1 | Prerequisite: CA II

Culinary Arts III is an optional course offered after successful completion of Culinary Arts II. Students will log actual work hours through managing the Border Brew coffee shop located on the Stone High campus. Students will manage the coffee shop and complete the nationally recognized ServSafe Manager's course. Responsibilities may include creating crew schedules, creating and implementing marketing strategies, taking inventory, and developing menus. Students will graduate high school with an impressive resume showing not only work experience, but real-world management experience as well. Students will turn in time sheets and must complete 135 hours for ½ credit or 270 hours for 1 credit.

Health Science I | Grade: 10-11 | Credits: 2 | Prerequisite: Biology I

The Health Sciences course introduces students to the theory and practical applications of tasks related to employment in the field of health science. Students will cover topics such as safety in the workplace, infection control, health care systems, and the vital organs of the human body. The course offers insight into careers in health care as well as educational requirements and the professional, legal, and ethical responsibilities involved.

Health Science II | Grade: 11-12 | Credits: 2 | Prerequisite: HS I

The Healthcare and Clinical Services course helps the student establish insight in the healthcare field. It allows students to investigate direct care as a career choice. Students will be exposed to the theory and applied tasks related to careers within health care. This course covers topics such as human growth and development, health informatics, information technology, and therapeutic and rehabilitative services. Other topics include medical and emergency services, mental health, and pharmacological and nursing services.

****Health Science I & II have a $65 fee to cover students' fees for HOSA membership, HOSA district conference, first aid certification and scrub embroidery. The student is also responsible for purchasing one set of scrubs as well as white tennis shoes and a second- hand watch.**

Welding/Metal Fabrication I | Grade: 10-12 | Credits: 2 | Prerequisite: none

Metal Fabrication I content includes orientation and leadership, basic safety, math, measuring tools, and instruments, blueprints, hand and power tools, lathe theory and operation, milling machine theory and operation, drill press, band saw, and introduction to welding. Safety is emphasized in each unit and every activity.

Welding/Metal Fabrication II | Grade: 11-12 | Credits: 2 | Prerequisite: none

Metal Fabrication II includes grinding theory and operations, advanced precision machining techniques and an emphasis on welding processes. Welding topics include employability skills, safety, basic oxy-fuel cutting, plasma arc cutting, gas metal arc welding, flux core arc welding, gas tungsten arc welding, and shielded metal arc welding. The course should be taken after the student has successfully passed Fabrication I.

Teacher Academy 1 Grade: 10-11 Credits: 2 Prerequisite: none

Teacher Academy I is an entry-level course where students gain foundation competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. Students receive hands-on field experiences

Teacher Academy II Grade: 11-12 Credits: 2 Prerequisite: TA I

Teacher Academy II provides students with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators. Students receive advanced hands-on field experiences

Agriculture & Environmental Science & Technology

Level I class

Concepts of Agriscience Grade: 9-10 Credits: 1 Prerequisite: none

Concepts of Agriscience is a one-credit course designed to introduce students to the sciences, technologies, and applied practices of the progressive agriculture/ agriscience industry. Technology and science based activities are used in the instruction of leadership, plant, animal, mechanical, and environmental studies. The focus is to begin the preparation of students for further study for veterinarians, game wardens, engineers, farm production and plant growers leading to successful careers in the agriculture industry.

Level II classes

Agricultural Animals Level I Grade: 9-12 Credits: ½ Prerequisite: Concepts

AEST Science of Agricultural Animals Level I is a 0.5-credit course that focuses on animal genetics, feed and nutrition, production, and growth as they relate to producing market or breeding animals. The course highlights technologies and applied practices of the progressive animal-agriculture industry. Emphasis is on an active learning environment enriched with technology, as well as hands-on, science- based applications. The course focuses on development of foundational skills and knowledge needed for advancement in Animal Science II. Veterinarians, butcher, poultry, cattle, and catfish growers are local career paths.

Agriculture Plant Level I Grade: 9-12 Credits: ½ Prerequisite: Concepts

The Level I Science of Agricultural Plants is an intensive 0.5-credit course designed to introduce students to the role of plant and soil science in production agriculture, the importance of plant growth, nutrition and management, reproduction, and how to manage plant pests. Emphasis is on an active learning environment enriched with technology and science-based applications. The course is also designed to lead the student to a more defined, purpose-driven career experiences in florists, landscaping, greenhouse and nursery programs. Leadership development and career preparation s are also emphasized as a critical developmental component of the pathway.

Agribusiness I Grade: 9-12 Credits: ½ Prerequisite: Concepts

The Science of Agribusiness Level I course builds a foundation of knowledge regarding agribusiness practices, financial management, and entrepreneurship. Students will attain knowledge and skills in areas such as utilizing banking services, financial management, preparing budgets, and principles of marketing. Emphasis is on an active learning environment enriched with technology, business simulations, and math-based applications. The course is the intermediate level for the agribusiness and entrepreneurship technology pathway within the AEST program.

Agricultural Environment I Grade: 9-12 Credits: ½ Prerequisite: Concepts

The Level I Science of Agricultural Environment course is a 0.5-credit course designed to take the AEST student deeper into the relationship between the environment and agriculture. Topics covered in this course include the science behind living organisms and the environment, land and soil classification and mapping, air and environmental quality, and forestry and wildlife management. The course is also designed to lead the student to a more defined, purpose-driven career experiences such as marine life, environmental scientists, meteorologist, zoos, and wildlife managers.

Level III classes

Science of Agricultural Animals Level II Grade: 10-12 Credits: 1 Prerequisite: Level I

This is a course that is a culmination of an in-depth study in the production, management, and evaluation of livestock based upon intended use. The course also addresses beef & dairy cattle, swine, goats, sheep, and poultry facilities and management and guides students to study companion and service animals. Emphasis is on an active learning environment enriched with technology and hands-on, science-based applications. The course directs students in further study leading to successful careers in the agricultural industry – veterinarians, technicians, farm/ranch managers, and animal producers.

Science of Agricultural Plants Level II Grade: 10-12 Credits: 1 Prerequisite: Level I

This is a course designed to teach students the skills and scientific background needed to successfully grow agricultural-plant crops. Students will delve into plant nutrition, explore technology applications to plant production, manage growing systems, and market their end product. Emphasis is on an active learning environment enriched with

technology and science-based, hands-on, work-based learning applications. Leadership development and career preparation are also emphasized as critical developmental components of the pathway. Careers include florist, nursery and greenhouse growers, farming, and forestry.

Science of Agribusiness Level II — Grade: 10-12 — Credits: 1 — Prerequisite: Level I

This level II course builds a foundation of knowledge regarding agribusiness practices, financial management, and entrepreneurship. Students will learn and apply knowledge and skills in areas such as using checking and savings accounts, insurance, and sales and marketing of agriculture products. Emphasis is on an active learning environment enriched with simulations, and work-based applications. The focus is to begin the preparation of students for further study leading to successful careers in agribusiness, marketing, sales, and any businesses related to agriculture.

Science of Agricultural Environment Level II — Grade: 10-12 — Credits: 1 — Prerequisite: Level I

This course is designed to enhance the instruction on practices to manage the environment as it is impacted by agricultural practices. The Level II course expands units of instruction from the Level I course in a more applied approach and adds learning objectives, including the weather and climate, water-quality management, environmental stewardship, and global issues affecting the agricultural environment. Students will also further their supervised agriculture experience program and sharpen leadership skills. Job opportunities include ecology, land surveyor, marine science, and resource conservationists.

Agricultural Leadership and Personal Development — Grade: 11-12 — Credits: 1 — Prerequisite: Level II

This is a course to introduce students to the skills, attitudes, and habits that will enable them to be good leaders in both agriculture and life. The program includes instruction in workplace skills, time management, and money management related to agricultural leadership and personal development. Students in the course will participate in active-learning exercises, including integral activities of the FFA organization and work based supervised experiences.

Electives

Accounting — Grade: 9-12 — Credits: 1 — Prerequisite: none

Accounting teaches basics that give an advantage when taking college accounting and beginning entry-level accounting careers. During the course of the semester, students will prepare financial records, develop financial reports, enhance your general knowledge of business, and learn payroll and taxes.

Annual Staff (Print Journalism) — Grade: 10-12 — Credits: 1 — Prerequisite: none

In Yearbook class students will complete the myriad of tasks to create a quality yearbook that reflects the pictorial history of the activities for the present school year. In addition they will learn how to use a camera with a zoom lens, scanners, and photoshop.

Contemporary Health — Grade: 9-12 — Credits: ½ — Prerequisite: none

Contemporary Health is a course that develops skills related to personal, social, and mental health in today's society. It includes instruction on human growth and disease prevention and control, substance abuse and prevention, community and environmental health, and safety and first aid.

Driver Education — Grade: 9-12 — Credits: ½ — Prerequisite: see below

(Student must have Mississippi issued Learner's Permit, taught during the summer, and will require a fee.)
This course is designed to help the student become better prepare to handle various situations they will encounter when they are operating a motor vehicle. Students will spend time in classroom study, time in the simulator, and time "behind the wheel."

Drug Education — Grade: 9-12 — Credits: ½ — Prerequisite: none

Drug Education addresses the problems of drug use and abuse in society while focusing on experiences of others who have abused drugs to avoid similar consequences. Drug education investigates topics of our drug culture, why people take drugs and the truth about drugs by observing documentaries and creating presentations.

Entrepreneurship — Grade: 9-12 — Credits: 1 — Prerequisite: none

Entrepreneurship introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, mathematics, research, and problem-solving are reinforced as each student prepares his/her own business plan.

Family Dynamics — Grade: 9-12 — Credits: ½ — Prerequisite: none

Family Dynamics is a course that develops skills related to personal, family and parenting issues. It includes instruction in dimension of adolescent development, family decisions and responsibilities, and management of family systems in today's society. Students will do problem based learning projects individually as well as work in teams.

Law Related Education — Grade: 9-12 — Credits: ½ — Prerequisite: none

The primary purpose of the course is to study the importance of the law in students' lives. A greater awareness of local, state, and federal law should be gained by students. The roles, rights, and responsibilities of students should be discussed in the course.

Nutrition & Wellness — Grade: 9-12 — Credits: ½ — Prerequisite: Health

Nutrition & Wellness is a course, which develops skills related to proper nutrition and the concept of overall wellness. It includes instruction in nutrition, exercise & diet, healthy food choices, meal preparation, and components for a healthy lifestyle. There is a cooking lab component added into this course which allows students to develop basic cooking skills for their future.

Oral Communications — Grade: 9-12 — Credits: ½ — Prerequisite: none

Oral Communication teaches the basics of communication and public speaking. In this course, students learn to write and deliver a variety of speeches for any occasion, empowering them to express themselves effectively in our ever changing and culturally diverse world.

Personal Finance — Grade: 9-12 — Credits: ½ — Prerequisite: none

Personal Finance presents essential knowledge and skills to make informed decisions about real world financial issues. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

Physical Education — Grade: 9-12 — Credits: ½ — Prerequisite: none

In this course, students will participate in team and individual activities that allow them to develop, practice, improve and apply social, physical and movement skills, hopefully leading to an active lifestyle.
Tennis shoes are required.

Psychology — Grade: 9-12 — Credits: ½ — Prerequisite: none

Psychology is the systematic study of individual human behavior and experience. The purpose of this course is to introduce the student to the content, terminology, methodology, theories, careers and application of psychology.

Safety Education — Grade: 9-12 — Credits: ½ — Prerequisite: none

Safety Education teaches the importance of safety and how to implement and reduce accidents related to unsafe acts or conditions. This course will focus on job safety, hunter's safety, boaters safety, hands only CPR, hurricane and tornado safety while working individually and in groups.

Sociology — Grade: 9-12 — Credits: ½ — Prerequisite: none

Introduction to Sociology presents basic concepts and theories covering many areas of contemporary sociology. This course covers such topics as culture, subcultures, social institutions, collective behavior, social change, social deviation, the family, religion, racial and ethnic minorities, poverty, and crime.

Spanish I — Grade: 9-12 — Credits: 1 — Prerequisite: none

Spanish I is an introduction to understanding, speaking, reading, and writing Spanish in which students will acquire language functions, vocabulary, and culture through interactive activities and lessons. Students will develop a novice proficiency in the Spanish language by engaging in various activities and develop cultural awareness of the Spanish-speaking world.

Spanish II — Grade: 9-12 — Credits: 1 — Prerequisite: Spanish I

The second year of high school Spanish is designed to provide intermediate listening, speaking, reading, writing and cultural skills. Spanish II builds upon the basic communication skills introduced in the Spanish 1 course with additional vocabulary and advanced grammar concepts. Students will develop a mid-novice proficiency in the Spanish language.

Spanish III — Grade: 10-12 — Credits: 1 — Prerequisite: Spanish II

Spanish III builds upon the knowledge gained in the Spanish II course to better understand the grammar and culture associated with the Spanish language. More emphasis will be placed on reading, writing, speaking, and listening by integrating literature, art, history, music, and current events. Greater emphasis will also be placed on class participation. Students will develop an intermediate proficiency in the Spanish language.

Dual Credit Sociology — Grade: 11-12 — Credits: 1 — Prerequisite: see below

(Requires completion of 2 sciences, 3.0 GPA and 14 credits completed)
Introduction to Sociology introduces the scientific study of human society and social interaction, as well as social influences on individuals and groups. Upon successful completion, students earn 3 college credits and 1 high school credit.

Clubs and Organizations

Believer's Club

The Believer's Club meets on Wednesday mornings before school for Christian fellowship and a short devotion.

BETA

BETA club is a national honorary society that recognizes students with high academic achievement and good moral character. We are also a service club with the motto "Let us lead by serving others". We take trips during the year and attend the State Convention. Students are invited to join if they have at least two consecutive grading periods with Honor Roll or Banner Roll.

Book Club

SHS Book Club, which meets weekly after school to discuss novels of all genres, is the place for students who love reading! In this club, members are encouraged to develop and pursue literary knowledge through many different avenues.

Ensemble

This is a year-long, upper-level performance opportunity offered to experienced choral students who are accomplished in vocal performance i.e. vocal technique and music literacy. Students will continue to develop vocal technique and musicianship as it relates to Jazz, Pop, Rock, Gospel, and other genres.

FCA

Fellowship of Christian Athletes meets on Thursday mornings from 7:30-7:45 in the New Gym. Coaches, teachers, students, and guess speakers will come to speak and bring a short devotional. All is welcome; you do not have to be an athlete to attend.

FCCLA

FCCLA: Family, Career, Community Leaders of America!! The Ultimate Leadership Experience is unique among youth organizations because its programs are planned and run by members. It is the only career and technical in- school student organization with family as its central focus. Participation in national programs and chapter activities helps members become strong leaders in their families, careers and communities. At Stone High our group is Service oriented by visiting the elderly, helping with projects for the Ronald McDonald House at UMMC, and helping needy families as the occasion arises.

FFA

The Stone Future Farmers of America Club prepares students in agriculture education classes for successful careers. The FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. Students enrolled in Concepts of Agriscience, Plant, Environmental, Agribusiness, Animal Science, and Agriculture Leadership classes and pay a yearly membership fee are eligible to be FFA club members. Our Program of Activities includes meetings, exhibiting livestock, competitions, attending State convention, community service projects, and fundraising.

HOSA

Health Occupational Students of America is a student organization for those of you interested in a career in the medical field. The mission of HOSA is to empower Future Health Professionals to become leaders in the global health community through education, collaboration, and experience. As a member of this organization you will develop leadership skills, technical medical skills, participate in community service and test your knowledge and skills at district, state and international conferences.

Key Club

Key Club International, (Kiwanis Empowering Youth) founded in 1925, is the oldest and largest service program for high school students. Often referred to as simply Key Club, it is a student-led organization whose goal is to encourage leadership through serving others. Key Club International is a part of the Kiwanis International family of service-leadership programs and is sponsored by the local Kiwanis club. The club has an academic requirement of a cumulative "C" average and an annual $25.00 membership fee. After joining Key Club, students are expected to attend weekly meetings and participate in monthly service projects designed to benefit local and global service minded organizations such as food pantries, children's organizations, organization for the elderly, etc.

NHS

National Honor Society is a club dedicated to community service. NHS strives to serve the school and surrounding community through various projects throughout the year like school beautification projects, collecting canned goods for the food pantry, and recognizing the hard work of school staff. Members of NHS must maintain at least a 3.5 unweighted GPA, be involved in at least three other clubs or extracurricular activities, and complete at least 15 service hours per year.

P7

The P-7 club is a national club for high school students who want to meet with other Christians in a school setting. The local club meets on Friday mornings.

SkillsUSA

SkillsUSA is national student organization endorsed by the U.S. Department of Education for students enrolled in a Career Technical course of study and at Stone High the course is Culinary Arts. SkillsUSA is a partnership of students, teachers, and industry working together to ensure America has a skilled workforce. SkillsUSA's mission is to empower its members to become world-class workers, leaders, and responsible American citizens. Stone High School Culinary Arts has competed at regional, state, and national competitions held by SkillsUSA as well as many conferences and training workshops. SkillsUSA also provides scholarship opportunities.

Spanish Club

Spanish Club provides an opportunity for students to meet together to practice their Spanish language skills and learn about customs and traditions of the Spanish-speaking world. Together they will celebrate holidays, make authentic foods and crafts, listen to music, watch films, and eat snacks.

Student Council

Student Council is an organization voted in to office by the student body. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. The student council serves as the voice of the student body to express student ideas, interests and concerns with the school wide community.

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Mississippi Career Exploration and Planning Expectations

Each student should have an individualized success plan to help them make career and college decisions, plan a course of study, and make financial aid assessments with family members.

BY THE END OF THE 6TH GRADE

A student should be supported to:

- take an interest assessment https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx
- explore careers related to students' strengths, skills, and talents https://kids.usa.gov/teachers/lesson-plans/jobs/index.shtml
- develop an awareness of career clusters and jobs relating to those career clusters https://www.knowitall.org/subject/career-education
- identify employability and social skills i.e. work-readiness skills important to career success and apply basic technological skills relating to a variety of careers https://www.careeronestop.org/GetMyFuture/ExploreCareers/what-are-you-good-at.aspx
- create an action plan with academic and personal goals https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_academic_portfolio.pdf

A student should know:

- why people need to work
- what college is, why people go, and the different types (2 year vs. 4 year)
- the relationship between personal qualities, education, training, and the world of work

BY THE END OF THE 7TH GRADE

A student should be supported to:

- create an Individual Success Plan (ISP)
- develop an awareness of careers and companies based in MS http://riseupms.com/planning/job-hunter/
- revisit interests and continue to explore careers related to talents and skills https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx
- review graduation requirements
- complete the student planning tool

A student should know:

- the importance of academic success and consequences of falling behind
- what an Individual Success Plan (ISP) is and how to create a 5 year academic plan

BY THE END OF THE 8TH GRADE

A student should be supported to:

- complete a career cluster survey https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf
- attend a career exploration day/career fair
- Check with your local high school and/or community college
- be exposed to finance literacy unit in a course or workshop http://financeintheclassroom.org/passport/eighth/math.shtml
- review graduation requirements and high school opportunities as well as how academic and extracurricular choices vary from middle school https://secure-media.collegeboard.org/digitalServices/swf/college-ed/middle-school-educator-guide-1/files/inc/861984397.pdf
- review/revise ISP
- complete the student planning tool

A student should know:

- the concept of career clusters for further exploration
- possible career clusters of interest
- the relationship between community service/extracurricular activities and postsecondary/career goals

BY THE END OF THE 9TH GRADE

A student should be supported to:

- revisit career cluster interest survey https://www.bls.gov/k12/content/students/careers/career-exploration.htm
- develop self-awareness of skills, work values, and interests https://www.careeronestop.org/ExploreCareers/explore-careers.aspx
- explore various careers https://www.mynextmove.org/
- review 9th grade "College Planning Guide" https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf
- meet with school counselor to discuss coursework and postsecondary (PS) career plans
- become aware of federal and state financial aid opportunities https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Finanical_Aid_checklist.pdf
- become aware of institutional and private scholarship opportunities https://get2college.org/student-tools/scholarships/
- review/revise ISP
- complete the student planning tool

A student should know:

- one or two career clusters for further exploration and development
- the relationship between HS coursework, attendance, grades, community service, and extracurricular activities to PS and career plans
- the general cost ranges of various PS options

If web links on this page are too difficult to read. Click HERE for better access.

BY THE END OF THE 10TH GRADE

A student should be supported to: Labor careertech.org

- review/revise/redo "Ca Expl " activities on Career One Stop, Bureau Statistics, My Next Move, and grade
- review ge Planning" checklist for 10th
  http://m llegeboard.com/CollegePlanning/
  media/p uture-College-List-Handout.pdf
- research colleges to find potential matches for career and personal interest ("Match and Fit") using one or more of the following:
  - College Board College List Handout
    http://media.collegeboard.com/CollegePlanning/media/pdf/BigFuture-College-List-Handout.pdf
  - ACT Profile
    https://www.actprofile.org/login
  - Get2College Planning Guide
    http://get2college.org/wp-content/uploads/2016/06/General-Booklet-2016-17-2.pdf
  - meet with school counselor to review high s l graduation
    https://collegescorecard.ed.gov/
- rogr toward choo nd a emic/ca oals
- review criteria for state financial aid
  http://riseupms.com/state-aid/
- emphasize institutional and private scholarship opportunities
- review types of federal financial aid
  https://financialaidtoolkit.ed.gov/tk/learn/types.jsp
- obtain information regarding assessments:
  - ACT
    https://www.actprofile.org/login
  - SAT
    https://bigfuture.collegeboard.org/get-started
  - PSAT
    https://bigfuture.collegeboard.org/get-started/educator-resource-center/college-planning-program
- set academic and college/career goals
- ide adults to sup hr through the and career se on ess
- review/revise ISP
- complete the student planning tool
- educational requirements, cost,

A student should know:

- different types of PS credentials and institutions
- general timing of college entrance exams and applications
- the f ea credit opportunities and s an ions
- benefit o rly college PS acces d complet

November 2017

BY THE END OF THE 11TH GRADE

A student should be supported to:

- create an ACT profile account
  https://www.actprofile.org/login
- create a College Board Big Future account
  https://bigfuture.collegeboard.org/get-started
- review "College Planning Checklist" for 11th grade
  https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-Calendar-Juniors.pdf
- research colleges to find potential matches for career and personal interest (Match an Fit) using one or more of the following:
  - College Board College List Handout
    http://media.collegeboard.com/CollegePlanning/media/pdf/BigFuture-College-List-Handout.pdf
  - ACT Profile
    https://www.actprofile.org/login
  - Get2College Planning Guide
    http://get2college.org/wp-content/uploads/2016/06/General-Booklet-2016-17-2.pdf
  - College Scorecard
    https://collegescorecard.ed.gov/
- attend college fairs
- schedule campus visits-virtual or in-person
  https://www.campustours.com/
- create a resume and a personal statement
  http://www.readwritethink.org/classroom-resources/lesson-plans/resumes-cover-letters-high-30847.html?tab=4
- participate in a mock job interview
  https://everydayinterviewtips.com/15-possible-questions-for-high-school-student-job-interviews/
- identify an internship opportunity related to career pathway
  https://bigfuture.collegeboard.org/get-started/outside-the-classroom/how-to-find-an-internship-youll-value
- meet with school counselor to review progress towards high school graduation and career goals
- review criteria for state financial aid
  http://riseupms.com/state-aid/
- emphasize institutional and private scholarship opportunities
- review types of federal financial aid
- discuss ACT, PSAT, SAT, and AP test administration
- set academic and college/career goals
- register for NCAA (if applicable)
  https://web3.ncaa.org/ecwr3/
- complete the student planning tool
- review/ revise ISP

A student should know:

- application deadlines, test timing, cost, and prep for industry based certifications
- career attributes related to career interests
- entrance requirements, including application deadlines, for expected PS career pathway
- 3-5 match schools, one safety, and one reach school for PS career pathway
- financial aid deadlines for chosen PS options

BY 12/31 OF THE 12TH GRADE

A student should be supported to:

- create an ACT profile account
  https://www.actprofile.org/login
- create a College Board Big Future account
  https://bigfuture.collegeboard.org/get-started
- review "College Planning Checklist" for 12th grade
  https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-Calendar-Seniors.pdf
- research colleges to find potential matches for career and personal interest ("Match and Fit") using one or more of the following:
  - College Board College List Handout
    http://media.collegeboard.com/CollegePlanning/media/pdf/BigFuture-College-List-Handout.pdf
  - ACT Profile
    https://www.actprofile.org/login
  - Get2College Planning Guide
    http://get2college.org/wp-content/uploads/2016/06/General-Booklet-2016-17-2.pdf
  - College Scorecard
    https://collegescorecard.ed.gov/
- attend college fairs
  www.get2college.org
- meet with school counselor and ensure 3 or more admission applications to PS institutions are complete
- schedule campus visits-virtual or in-person
  https://www.campustours.com/
- attend a FAFSA completion workshop
  www.get2college.org
- address any remedial needs

By the end of the 12th grade:

- obtain an internship opportunity relating to career pathway
  https://bigfuture.collegeboard.org/get-started/outside-the-classroom/how-to-find-an-internship-youll-value
- attend a financial aid award letter workshop
  www.get2college.org
- receive industry-based certification
  https://www.nccer.org/
- how career pathway and courses experiences articulate to degree programs at PS options

A student should know:

- estimated cost of each PS option
- affordability of PS options in relation to expected entry level career salary and anticipated debt
- terms and conditions of any scholarship or loan

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Student Planning Tool for the Traditional Diploma: A Guide for Students and Parents

This academic planning guide is to be used as a companion to the Academic Planning Tool. Academic planning is one component of the Individual Student Success Plan (ISP). The Academic Planning Tool is designed to assist students in successfully navigating the 6th-12th educational experience in Mississippi Public Schools. Whether a student is in elementary, middle, or high school, one key to success is early planning. Guidance for the appropriate use of the Academic Planning Tool is listed below.

Here are suggestions for students and families on how to use the academic planning guide and the academic planning map:

- Read through the MS Career Resource Guidance Document, academic planning guide, and use the Student Academic Planning Tool to help answer the questions
- Focus on one area at a time on the Student Academic Planning Tool
- Start with the current grade level
- Read a grade level ahead of where the student currently is to begin planning as the student moves forward to the next level
- Ask students questions to test their knowledge
- Discuss information that may be new or exciting
- Use the "Focus" section to help set goals
- Use the "Take Action" section to ask questions of school staff

Student Overall Goals Activity: Complete the following activity.

I have set the following goals for myself...

Type of Goal	List your personal goal.	When do you plan to achieve this goal?
Academic		
Personal/Social		
Career		

Graduation: I can earn one (or more) of the following endorsements to the Traditional Diploma in high school:

- ☐ Academic Endorsement (requires 26 credits)
- ☐ Career and Technical (CTE) Endorsement (requires 26 credits)
- ☐ Distinguished Academic Endorsement (requires 28 credits)

Additional requirements are listed on the Student Academic Planning Tool.

All About Me:

Personal Interests	
I enjoy the following subjects in school:	
I participate in the following clubs/activities:	
I enjoy the following things outside of school:	

I. Student Information:

- **Student Name:** Record the student's name in the following format: Last name, First name.
- **MSIS #:** Record the student's MSIS number including leading zeros.
- **Career Cluster:** Students will select one of the 16 National Career Clusters. Career Clusters are broad categories of related occupations. Please refer to pgs. 4-5 of the MS Career Guidance Resource Document or visit https://careertech.org/career-clusters for additional information. Consider the student's goals and personal interests. Students should take an interest inventory to better explore their likes and dislikes. A career assessment is available at: https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx.

II. Traditional Diploma and Endorsement Options (select at least one)

Endorsement Options: All incoming 9th graders must select at least one of the following endorsements: *Academic, CTE,* or *Distinguished Academic*.

- Students and parents/guardians may change endorsement(s) when appropriate.
- Students may select more than one endorsement.
- Students and parents/guardians may opt out of an endorsement(s) after the junior year if necessary to meet the requirements for the traditional diploma only.

*Information regarding the following is available in the MS Career Guidance Resource Document: MS IHL College Preparatory Curriculum (CPC), Advanced Placement, Dual Credit, ACT WorkKeys, National Credentials, ACT, and SAT.

III. Requirements and Recommendations

For a Traditional Diploma students **MUST** meet the following requirements:

- Student identifies an endorsement prior to entering 9th grade. Endorsement requirements can only be changed with parental permission. (Refer to Section VI for parent signature.)
- For early release, student must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:
    - Have a 2.5 GPA
    - Passed or met all MAAP assessments requirements for graduation
    - On track to meet diploma requirements
    - Concurrently enrolled in the Essentials of College Math or Essentials of College Literacy

  (Refer to Section V: Assessment.)

The following are recommendations, not requirements, for all students:

- For early graduation, students should successfully complete an endorsement.

- Student should take a math or math equivalency senior year.

IV. Program of Study

- All coursework should align with the student's endorsement option(s) and the student's selected career cluster.
- See the MS Public School Accountability Standards for guidance. http://www.mde.k12.ms.us/ACCRED/AAS
- Record the student's anticipated coursework (in pencil) for grades 7th-12th. Revise coursework as needed at the annual review. Planning for grades 8th-12th should begin in 7th grade.
- Carnegie Units may be earned in grades 7th -12th. At the end of the school year, record the total of Carnegie Units earned and the cumulative GPA.
- The Carnegie Units required for the Traditional Diploma are listed in the appropriate curriculum area.

Academic Planning Workspace: Use the area below as a practice area for academic planning. Then in pencil, write your final decisions on the Academic Planning Tool.

Curriculum Area	Grade 7 Subjects	Grade 8 Subjects
English		
Math		
Science		
Social Studies		
Physical Ed		
Health		
Art		
College & Career Readiness		
Technology or Computer Science		
Electives		
Additional & CTE Electives (if applicable)		
TOTAL Carnegie Units Earned		

Notes:

Curriculum Area	Grade 9 Subjects	Grade 10 Subjects
English		
Math		
Science		
Social Studies		
Physical Ed		
Health		
Art		
College & Career Readiness		
Technology or Computer Science		
Electives		
Additional & CTE Electives (if applicable)		
TOTAL Carnegie Units Earned		

Notes:

College Credit: I can earn college credits while I am in high school by taking Advanced Placement (AP) courses and Dual Credit (DC) courses. I plan to earn the following college credits while I am in high school:

1._____

2._____

3._____

4._____

5._____

Curriculum Area	Grade 11 Subjects	Grade 12 Subjects
English		
Math		
Science		
Social Studies		
Physical Ed		
Health		
Art		
College & Career Readiness		
Technology or Computer Science		
Electives		
Additional & CTE Electives (if applicable)		
TOTAL Carnegie Units Earned		

Notes:

Complete the following.
Right now I want to try _____ as a career because_____.
Subjects in school that will help me with this career:
I plan to take the following classes in college to help me with this career:
I have the following work or volunteer experiences:
Job Search Skills: • I know how to look for a job • I have a resume • I have developed interviewing skills • I need help with the following:
Right now, I want to go to_____ University or College because _____. I want to study _____ in college.

Test(s) I need to take to get into college:
I am preparing for these college test(s) by:
I need help with the following in applying to college:
I plan to take the following classes in college to help me with this career:
I can count on the following people to help me apply to college:
I am going to pay for college by:
I have other plans after I graduate that include:

V. Assessment Information

Record the assessment information listed below when applicable.

- **ACT:** Record ACT test date(s), subscores, and ACT composite score for the student.
- **SAT:** Record SAT test date(s), subscores, and SAT composite score.
- **National Certification:** Record National Certification test name, date(s), and overall score.
- **WorkKeys:** Record WorkKeys test date(s) and level (platinum, gold, silver, or bronze).
- **Mississippi Academic Assessment Program (MAAP):** For each of the academic areas assessed (*MAAP Algebra I, MAAP English 2, SATP-3 Biology, SATP-3 US History*) indicate:
    - Method used to meet the testing requirement
    - Date the requirement was met
- **DP-IB:** Record the test name, date(s), and score.
- **Advanced Placement:** Record the test name, date(s), and score.

VI: Documentation of Review of ISP:

The Individual Success Plan (ISP) must be reviewed annually, beginning at the end of the 7th grade (pending accreditation approval). A signature is only required during the second semester. Each year, from 7th grade until 12th grade, record the following in the appropriate area:

- **Date of Review:** date the student's ISP is reviewed by the supervising educator with the student
- **Supervising Educator:** print the name of the licensed professional educator conducting the review of the student's ISP
- **Parent/Guardian Signature & Date:** signature of the student's parent/guardian and date of the review
- **Student Signature & Date:** signature of the student and date of the review

Let's Look Forward to College!

Are you ready to transition?

Student Tips for Transition:

- ☐ Meet all graduation requirements and set academic goals
- ☐ Take advanced level college courses—Advanced Placement (AP), International Baccalaureate (IB), and/or dual enrollment (DE)
- ☐ Continue involvement in co-curricular clubs and sports, volunteerism, job or work experiences, internship or job shadowing opportunities
- ☐ Complete pre-college exam (PSAT–during 10th grade) and college entrance exams (SAT and/or ACT–during 11th-12th grade)
- ☐ Explore careers and research colleges through Naviance (https://www.naviance.com/) based on identified career field
- ☐ Visit selected college to narrow options and/or do a virtual college tour on the web
- ☐ Apply to college–learn the entrance requirements of the college, write a strong essay, get letters of recommendation and transcripts, college application fees
- ☐ Apply for financial aid and scholarships
- ☐ Learn about the on-campus student resources to help new college students transition from high school to college

Complete the following.
What are you looking forward to in college?
What are your goals for college?
Is there anything you're nervous about or have questions about?

VII. Notes

Record additional information of importance.